

Programme 119[†].

L₂

(January to March, 1931.)
(April to July, 1931, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM II (A and B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable parts from *Judges*, chapters 13-16, and *I. Samuel*, chapters 1-8, inclusive (see Paterson Smyth).
Teacher study Dr. Paterson Smyth's † *Joshua and Judges* (Sampson Low, 2/6), Part II., lessons 7-14, inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. *St. Matthew's Gospel*, chapters 9-21 (verse 17), inclusive, using Paterson Smyth's *St. Matthew* (Sampson Low, 2/-), lessons 8-15.

Optional: *The Children's Year* (Church Seasons), by the Rev. G. A. Oakley (S.P.C.K., 2/6). S.P.C.K. *Bible Atlas* (1/-).

The following books will be found useful for teacher's own study: (a) *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). (b) *The Accuracy of the Old Testament*, by J. G. Garrow Duncan, B.D. (S.P.C.K., 6/-). (c) *Palestine in Picture*, by Canon Raven (Heffer, 10/6). (d) *Peloubet's Bible Dictionary* (R.T.S., 10/6). (e) *Helps to the Study of the Bible* (Oxford Press, 3/6).

† The 119th term of work set since the Parents' Union School began.

‡ Comes to an end this term.

Sunday Reading (optional):

- A & B *The Book of Saints and Heroes*, by Mrs. Lang (Longmans, 5/-), pp. 1-165. *The Book of Other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 113-158. *The Romance of the Bible*, by Gertrude Hollis (Wells Gardner, 5/-), pp. 1-72.

Sunday occupations:

- A *The Book of Centuries*, see under General History. Choose and inscribe mottoes and texts, using Bridges, cards 1, 2, 3.

For private daily Bible reading children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (P.N.E.U. Office, 1/6), or, *Lectiones* (Spottiswoode, 1d., 1931). For hymns: *The Church and School Hymnal* (S.P.C.K., 1/6, or with music, 3/6). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Oxford Press, 1/-). *Two Minute Bible Readings; for use in Opening School* (S.C.M., 3/-).

Writing.

- A & B *A New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); teacher to study instructions (6d.): choose letters from cards 3 (small letters) and 1 and 2 (capitals). Transcribe, with cards 7, 8 or 9 as models, some of your favourite passages from Shakespeare's *Henry V.* or from Poetry Books set. Two perfectly written lines every day.

Dictation.

- A & B Two pages at a time to be prepared carefully; words not known to be visualised (see *Home Education*, pp. 240-243); then a paragraph from one of these pages to be written from dictation, or, occasionally, from memory. Use the books set for reading and history.

Composition (also written or oral narration daily after each lesson, see leaflet H).

- A (a) Stories, (b) verses, in the metres of poems read, from work set in History and Reading. Letters to friends abroad.
B Stories from the term's reading. Children in B who cannot write easily may narrate part.
(Children are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

English Grammar (see N.B. 4.)

Point out Subjects, Verbs, Objects, and do simple parsing every week; make progress each term.

- A *A New Junior English Grammar** by R. B. Morgan (Murray, 2/-), pp. 27-43, with *Exercises in English Grammar** by R. B. Morgan (Murray, 1/9), pp. 19-33, or continue. †Or, *The Parts of Speech and Their Uses*,
‡ Comes to an end this term.

by H. W. Household (Macmillan, 2/-), pp. 85-105.

- B *First Grammar Lessons** by C. M. Mason (Dent, 1/6), pp. 23-46, inclusive, or continue.

English History.

- A ‡ *A History of England** by Cyril E. Robinson, Vol. I. (Methuen, 3/6), pp. 194-261 (1377-1485); or, *A History of England** by H. O. Arnold-Forster (Cassell, 8/6), pp. 208-265 (1327-1485).

- B Marten and Carter's *Elementary Histories*, Vol. II.: *The Middle Ages** (Blackwell, 2/6), pp. 138-203 (1300-1485), or, use Arnold-Forster as in II.A.

- A & B Teacher will find useful Quennell's *History of Everyday Things*, Parts II. (14th Century), and III. (15th Century) (Batsford, 3/- each). Make summaries of events and dates, and, in II.A, a History chart of the 14th or 15th Century (see P.R. reprint, 3d.). See also the Wilton Diptych (Richard II.), or a coloured reproduction (1/6) from the National Gallery, London.

- A Scott's *Tales of a Grandfather* (Cambridge Press, 2/9), pp. 106-144, may be read.

Take the *Home and Classroom* section of *The Times*: order direct from *The Times* Office (6/- a year).

General History.

- A & B *A First History of France** by L. Creighton (Longmans, 5/-), pp. 76-133 (1300-1483).

- A Keep a Book of Centuries (P.N.E.U. Office, 1/9, or, better, 2/6: see illustrated leaflet, by Miss Bernau, 6d.), putting in illustrations from all the history studied during the term (Bible, English, French, General). Visit museums: for reference, *Ancient Crete** by D. A. Mackenzie (Blackie, 1/3), pp. 7-49.

Citizenship.

- A Suitable stories from North's *Plutarch's Lives: Nicias** (Blackie, 10d.). *The Citizen Reader** by H. O. Arnold-Forster (Cassell, 2/6), pp. 166-194, inclusive.

- B *Stories from the History of Rome** by Mrs. Beesly (Macmillan, 2/6), pp. 62-129. [See also books under Reading for 9-50 — 10-20 on Friday.]

Geography.

"Ambleside" map questions to be answered from map before each lesson; then reading and narration: memory sketch maps. Ten minutes' exercise on map of the world every week; know something about foreign places noticed in the current newspapers (see under History). All Geography to be studied with atlas. Philip's *Modern School Atlas of Physical, Political and Commercial Geography** 1929 edition (7/6).

‡ Not to be continued in Form II. next term.

A & B (a) *The Counties of England, Ambleside Geography Book III.** (Kegan Paul, 4/-), pp. 193-223, with Philip's supplementary maps for Surrey, Buckinghamshire, and Middlesex (4d. each), or, overseas, (b) *The Book of Other Lands*, by D. M. Stuart (Harrap, 7/6), pp. 113-158, with "Ambleside" map questions and careful map study.

*Round the Empire,** by Sir George Parkin (Cassell, 2/6), pp. 151-179, for careful map study.

A Hakluyt's *English Voyages** (Horace Marshall, 3/-), pp. 47-95, or, *Our Sea Power,** by H. W. Household (Macmillan, 2/-), pp. 128-149.

Natural History,¹ etc.

A & B *Life and Her Children** (last edition), by Arabella Buckley (Macmillan, 6/-), pp. 1-32.

*The Sciences,** by E. S. Holden (Ginn & Co., 3/9, revised edition), pp. 72-109. *Easy Experiments in Science*, by H. McKay (Oxford Press, 1/6), may be used. Children should make experiments where possible. Or, (2nd year in II.A only), *Wireless,** by C. R. Gibson (Blackie, 1/3), pp. 45-73.

Keep a Nature Note-book* (P.N.E.U. Office, 5d.; see *Home Education*, pp. 54, 55). Make special out-door studies according to the season and climate, with drawings and notes, e.g., tracks in snow; awakening life in the hedgerow; etc. See *Nature Rambles, Vol. I.: Winter to Spring*, by E. Step, F.L.S. (Warne, 2/6).

Picture Study.

A & B Reproductions* of six pictures by Perugino (P.N.E.U. Office, 2/-). See notes for teachers' use only in the January Parents' Review, also *Home Education*, pp. 307-311.

French² (see N.B. 4).

A *French for Young Beginners,** by Marc Ceppi (Bell, 2/-), lessons 17-24, with pp. 119-121. (Beginners do II.B work). *L'Oie Dorée* (Blackie, 6d.), for narration.

B *Le Français par les Images** (Dent, 1/4), Lessons 15-20, with exercises p. 83-87.

A & B *New French Picture Cards*, Series I., by Marc Ceppi and H. M. Brock (Bell, 2/-), for extra practice. Learn a poem from *Recueil de Poèmes,** Vol. I., by J. Molmy (Blackie, 6d.).

N.B.—Teachers will find the following series useful for accent and rhythm: *Nos Amis Français* (Gregg Publishing Co., 2/6 or 3/-), with six Columbia records (6/6 each, not stocked at the P.N.E.U. Office).

¹ Overseas members see special leaflet.

² Schools may substitute the national language.

Latin (see N.B. 4).

A *A Latin Book for Beginners: A Preparation for the Reading of Latin Literature,** by M. C. Gardner, M.A. (Oxford Press, 3/-), Part II., §§ 1-9 or, continue.

Arithmetic (see N.B. 4).

Much care with tables and rapid oral work.

Dr. Ballard's *Fundamental Arithmetic* Books. It is essential to use also *Teacher's Books* for directions and method. For rapid mental work use also Alfred Wisdom's *Arithmetical Dictation*.

A [1st Year] *Fundamental Arithmetic*, Pupils' Book II. (U.L.P., 10d.), pp. 50-64, with *Teacher's Book II.* (2/-); *Arithmetical Dictation*, Book II. (U.L.P., 1/-), Exs. 107-120, or continue.

B *Fundamental Arithmetic*, Book II., pp. 1-16; *Arithmetical Dictation*, Book II., Exs. 61-75, or continue.

Important: to be read in leisure time: *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *Teaching the Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (University of London Press, 6/-).

Geometry (2nd year in II.A). (See N.B. 4.)

A *A Shorter School Geometry,** by H. S. Hall and F. H. Stevens (Macmillan, 2/6), Part I., pp. 1-13, or continue. *The School Set of Mathematical Instruments* (P.N.E.U. Office, 1/- or 2/-).

or Algebra (2nd year in II.A). (See N.B. 4).

A *Exercises in Algebra for Beginners,** by W. S. Beard (Bell, 10d.), pp. 1-6, or continue.

Drawing.

Teacher should consult: *Drawing, Design and Craft-work*, by F. J. Glass (Batsford, 12/-). Twigs in brush-drawing. Studies of household utensils (jugs, pails, etc.), and of figures on horseback. Original brushdrawings from scenes in books set for reading. Memory drawings. Paint-box* with specially chosen brushes, palette and colours (P.N.E.U. Office, 2/6): work should be done with brush and in colour; pencil should not be much used. Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Recitations.

A & B (a) Two suitable passages of about twelve verses each from work set in *I. Samuel*, and *St. Matthew*, (b) Psalm 72, (c) a hymn, and (d) one of the following:—a scene from Shakespeare's *Henry V.*; a ballad from *Historical Lyrics and Ballads*, Book I.* (Blackie, 1/-); thirty lines from *Lyra Heroica** (Macmillan, 3/6).

Reading (including holiday and evening reading).

A & B Books set for Geography, History and Recitations should afford exercise in careful reading. Some new words to be visualised every day.

Shakespeare's *Henry V** (Blackie; Plaintext Edition, 6d.).
Tales from Chaucer,* by Cowden Clarke (Collins, 1/3):
The Prologue and The Knight's Tale. Stories from
Virgil's Aeneid, by Rev. E. A. Church (Seeley Service,
10d. or 5/-), chapters 10-18. (Alternative to *Age of
Fable* and *Heroes of Asgard* for two more terms.)

A Bulfinch's *Age of Fable* (Dent, 2/-), pp. 304-332.
Scott's *Anne of Geierstein** (Dent, 2/-).

B *The Heroes of Asgard*,* by A. & E. Keary (Macmillan,
3/6), pp. 177-246. *The Caged Lion*,* or, *The Lances of
Lynwood*,* by Charlotte Yonge (Macmillan, 2/6 each).

Music Appreciation.

The work of Mozart: see (a) article, and (b) records
suggested under *Our Work*, in January P.R.

For reference: *Mozart*, by B. L. Thomson (Sheldon
Press, 4d.).

Ear Training, Piano, etc.

Teacher should read *On Music Teaching*, by W. H. Leslie
(P.N.E.U., 6d.).

(a) *Ear Training*, by M. Chamberlain (Novello, 6/-), see
Introduction for amount of work each term.

(b) Continue *Child Pianist* (Curwen & Son); teacher using
the *Teacher's Guide* (revised edition, 7/6).

An Introduction to Music, by H. E. Piggott (Dent, 3/6),
will be found useful for theory.

Singing.

Three songs from *The Clarendon Song Books*; Book
II. (Oxford Press, 2/6, or 3/-; words and voice part only
6d. or 8d.). Three French songs: *Folk-Songs of
France*, Book I. (Novello, 2/-).

A *Fifty Steps in Sight-Singing*, by Arthur Somervell,
steps 17 and 18 (Curwen & Son, 2/6): *Exercises for
Pupils* (9d. a set). Teacher use also *Ten Minutes'
Lessons in Sight-Singing*, lessons 35-37 (Curwen, 3/-).

B *Ear Training*, by M. Chamberlain (Novello, 6/-).

Drill, etc.

(a) Drill: *Board of Education Syllabus of Physical
Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6):
take six consecutive tables. *Music for use in Mrs.
Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be
used. *A Hundred Singing Games*, edited by Frank
Kidson (Bayley & Ferguson, 2/-). *A Skipping Manual*,
by O. M. Newmarch (Brown & Sons, 2/8).

(b) Dancing: *Scandinavian Dances*, Series II. (Ling
Association, 11d.). *The English Country Dance,
Graded Series*, by Cecil Sharp. Vols. I-III. (Novello,
3/6 each): description and tunes of 6 dances in each
volume.

(c) Games: *Recreational Games*, by E. N. Herbert (Philip,
3/-). Netball: *Hints on Coaching Netball*, by Beatrice
Stempel (Ling Association, 1/6).

Work: Crafts, etc.

(a) Help in house or garden. *Gardening for Children*, by
J. Gwynn (Harrap, 2/6).

(b) Cardboard modelling: see *Simple Crafts for Girls*, by
N. A. Poole (U.L.P., 2/6), for suggestions, and make
other models. Materials from Philip & Tacey Ltd.,
69 High Street, Fulham, London, S.W. 6.

(c) Basketwork: make two baskets; see *Cane Work for
Juniors* (Dryad Press, 2/6).

(d) Sewing: make a child's garment; see *Manual of
Plain Needlework*, by Mrs. E. Griffith (Oxford Press,
3/6): and simple patterns (3d. each, or 1/6 set of eight)
together with instructions in *Practical Needlework for
Schoolgirls* (Singer Sewing Machine Co.). Boys: *101
Things for a Boy to Make* (Batsford, 5/-).

Boys and girls mend clothes from the wash each week:
First Lessons in Darning and Mending (P.N.E.U.
Office, 2d.), may be used.

Help the "Save the Children Fund," address: 26 Gordon
Street, London, W.C.1.

Teachers will find valuable suggestions for the teaching of
Drawing and all Handicrafts in the following:—*Applied
Art*, by Pedro Lemos (Batsford, 28/-). It is not advis-
able that stereotyped courses should be followed.

N.B. 1.—Members are asked to remember that an average pupil
should cover the whole programme suitable for his age. The lighter
portions of the Literature (novel, play and poems) are read for amusement
in the evenings and also in the holidays. Music, Handicrafts, Field
Work, Dancing, Nature Note Books, Century Books, are taken in the
afternoons.

N.B. 2.—In home schoolrooms where there are children in A as well
as in B both Forms may work together, doing the work of A or B as
they are able, except in Citizenship, but more work must be expected from
A. In II.A the work lasts two years (average ages, 10 and 11).

N.B. 3.—For principles and methods of teaching the various subjects
see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/-
(P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there
must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must
either (a) begin the book set if the subject is new, or (b) continue the
subject in the set book from the point they have reached; but they will be
handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

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FORM II. (A and B)

PUPILS' NAMES

Bible Lessons.

- I. A & B 1. Describe the visits of the angel to foretell the birth of Samson.
2. Give an account of **one** of the following,—(a), the call of Samuel, (b), the return of the ark to Bethshemesh, (c), the gathering of all Israel to Samuel at Mizpeh.
- A 3. What gifts did God give to Samson? Give an account of the use he made of one of these gifts.
- II. A & B 1. (a), "Art Thou He that should come?" (b), "It is not meet to take the children's bread and cast it to the dogs." (c), "Didst thou not agree with me for a penny?" "Ye shall find an ass tied and a colt with her." Tell the whole story in connection with **one** of these quotations.
2. (a,) Tell two of the parables in which our Lord teaches us about the Kingdom of God, *or*, (b), give an account of The Transfiguration.
- A 3. Write down some of the directions which our Lord gave to His disciples when He sent them out to preach. What lessons may we learn?

N.B.—Passages learned under Recitations should not be given.

Writing. (Writing is also considered in each answer.)

Write (A), four, (B), two, lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Tales from Chaucer, (A), page 217, "The virtue . . . severe"; (B), page 61, "In that . . . foreign lands."

Composition.

1. In prose or verse, write about **one** of the following,—
(a), two of the Canterbury pilgrims, (b), how Frey heard Ægir speaking to his daughters, (c), Daphne and Apollo, (d), Æneas, (e), falling snow.
2. Describe your favourite scene from (a), *Henry V.*, or, (b), *Anne of Geierstein*.

English Grammar.

- A 1. Analyse, parsing the words in italics,—
“And the *sprawling* Bear *growled* deep in the sky;
And Orion's hair streamed sparkling by;
But the North *sighed* low, ‘Snow, snow, snow,—more snow!’”
2. Give examples, in sentences, of four kinds of adverbs, underlining each, and saying which word in the sentence it modifies.
 3. On page 305, *Ambleside Geography Book III.*, pick out as many different pronouns as you can, and say what work each does in its sentence. (Overseas members take p. 149 of *The Book of Other Lands*.)
- or, (Household.) 2. Give two examples each, in sentences, of (a), an adjectival clause, (b), an adverbial clause; find and quote two more of each kind from p. 141 *Round the Empire*.
- B 1. Pick out subjects, predicates and objects in A 1, above.
2. Make up sentences, using the following verbs,—*climb*, *fall*, *rub*, *cry*, *eat*; then say whether each verb is *transitive* or *intransitive*.
 3. Make sentences, using (a), *blackbird* in the *nominative* case, (b), *lamb* in the *possessive* case, (c), *horses* in the *objective* case.

English History.

- A 1. Write a short account of Henry V.
2. Mention three great events in the reign of Richard II., and describe the rebellion of Wat Tyler.
3. Write a short account of (a), Chaucer, or, (b), Wycliffe.
- B 1. Tell what you know about (a), Edward III. and the Battle of Crecy, or, (b), the “Peasants’” Revolt.
2. Tell what you can about (a), the towns, or, (b), the markets, fairs and packhorses of the Middle Ages.

General History.

- A & B 1. Give a short account of Jeanne Darc.
- A 2. Write what you know of **two** of the following,—(a), Etienne Marcel, (b), The Gabelle, (c), Bertrand du Guesclin, (d), The Jacquerie. Dates.
3. What drawings have you made in your Century Book to illustrate ancient Crete? Describe two of them (drawings).

Citizenship.

- A 1. Tell (a), about the devout acts which Nicias performed in the Isle of Delos, or, (b), of how Nicias was contented to forsake the honour of his country rather than leave two of his countrymen unburied.
2. What do you know about the League of Nations and its work? Show that in learning about the people of other countries we can help the work of the League.
- B 1. Tell the story of (a), how Camillus won the town of Falerii, or, (b), the self-sacrifice of Marcus Curtius.

Geography.

- A 1. Describe the north bank of the Thames, giving a sketch map,
or, (Overseas.) 1. Describe (a), a journey from Smyrna to Constantinople, (b), a visit to Constantinople. Map.
2. What four provinces make up the Union of South Africa? Say what you can about (a), one of them, (b), the great Karroo.
 3. (a), What do you know of the voyage of Sir John Hawkins to Mexico in 1568? or, (b), explain with a rough sketch map how Sir John Jervis prevented the French and Spanish fleets from meeting.
- B 1. (See A 1.)
2. Describe (a), how an Australian farmer gets enough water for the dry season, or, (b), a visit to an African ostrich farm.

Natural History.

- A 1. What do you know about the miliolite and its home? Give diagrams, and draw any other forms of *Foraminiferi* that you can remember.
2. (a), What is a barometer? How would you make a simple one? or, (b), Explain, with a diagram, why a pinhole screen makes the image of a candle appear upside down.
- or, (2nd year.) 2. How do wireless signals help (a), ships at sea, (b), aeroplanes?
3. Write notes (with diagrams) on (a), tracks seen in the snow this term, or, (b), any other special study you have made.
- B 1. What do you know about the thread slime, and the way it gets its food? Give a diagram.
2. Describe (a), how a blacksmith fits on an iron tyre, or, (b), an experiment you have made with a tumbler of water to show the pressure of air.
 3. See A 3.

Picture Study.

- A & B Describe “The giving of the keys to St. Peter,” by Perugino.

French.

- A 1. Tell, in French, about (a), the doctor's visit. *or*, (b), a disobedient little boy.
2. Write out (a), the present tense of *acheter*, (b), the perfect tense of *venir*, and (c), the future of *glisser*. Write out the English beside each tense.
- B 1. Make one sentence for each of five of the pictures on p. 65 (*Le Français par les Images*).
2. Make up sentences using the following verbs and the pronouns that go with them,—*mangent*, *donne*, *a acheté*, *chantons*, *aises*, *pleurez*. Turn your sentences into English.

Latin.

- A 1. Write the Present Subjunctive of "video" and of "sum."
2. Translate: (1) He sees a wolf carrying a lamb. (2) We are going-to-come to the stream. (3) They run to see the king. (4) The lamb that you saw was small.
3. (a) Translate § 6, verses 1, 2, 3. (b) Read the Latin of these verses again, then write as much as you can of them. If you have already learnt them, read all six verses, then write them from memory.

(Beginners.)

1. Decline "ager magnus."
2. Translate: (1) The sailor sees a big monkey on a branch. (2) We give food to the parrot. (3) The parrots sit on the roofs of the cottages.
3. (a) Translate: § 9 (b), *A Latin Book for Beginners*, Part I. (b) Read the Latin of § 9 (b) again, then write a narration in Latin.

Arithmetic.

- A 1. 5 yards of stuff were bought for making bags. Each bag takes 3 ft. 6 in. of stuff. How much would be left after cutting out 4 bags?
2. How many bicycles at $3\frac{1}{2}$ guineas each can be bought for £62 9s. 6d.?
3. A man travels $\frac{1}{3}$ of a journey by train, $\frac{1}{6}$ by boat, $\frac{5}{12}$ by car, and walks the rest of the way. If he walks 15 miles how long was the whole journey?
- B 1. In a wood there were 17 dozen trees on one side of the path, and 26 score on the other. If 3 gross were cut down altogether, how many trees were left in the wood?
2. If we could travel by aeroplane to the moon it would take 3184 hours, going at 75 miles an hour. How far is the moon from the earth?
3. Show by long division: (a), How many 13's there are in 58240, (b), How many 7's there are in 791,755,877.

Geometry.

- A 1. What is an acute angle, a right angle, an obtuse angle? With a protractor draw angles of 30° , 90° , 135° , 45° , 120° .
2. What is the name of the longest straight line that can be drawn in a circle? Draw a diagram to show the difference between a radius and a chord of a circle. Two searchlights are 5 miles apart, and each has a range of 3 miles. Draw a plan (1 mile to 1 inch) showing the area lit by both lights.

or, Algebra.

- A 1. If $x=3$, $y=5$, $c=8$, find the value of:
(1) $\frac{x+y}{c}$, (2) $cy-10x$, (3) $\frac{xc}{4}+\frac{y}{5}$
2. A basket weighing W lb. when empty contains $6n$ lb. of apples; if $2n$ lb. of apples are sold, what is the weight of the basket and the remaining apples? What is the answer if $W=4$ and $n=5$?

Drawing (with brush and in colour.)

1. An original illustration (with a title) for a scene from (a) one of Chaucer's Tales, *or*, (b), one of the other books set for reading.
2. (a), Some twigs with leafbuds.

Music Appreciation.

What music by Mozart have you heard this term? Say what you can about one of his compositions.

Recitations.*

Father to choose two passages from the Bible Lessons, a hymn, a poem, *or*, a scene from *Henry V*.

Reading.*

Father to choose unseen passage.

Music.*

Examine in work done and report progress.

Singing.*

Father to choose an English and a French song, and two tonic sol-fa exercises.

Drill.*

Drill, before parents.

Work.*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, *with no other enclosure*. Papers may be taken after Easter if due notice is given.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form II.B, *i.e.*, *one* answer in each subject (the rest may be dictated). (b) The Regulations as to the number of papers to be sent in by Schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the Parents' or Teachers' Report Form (a) how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.